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Doctrines and Errors of the Church of Rome; by a Member of the Church of England, 1s.

A Short Statement of the Scripture Doctrine of the Unity of God, and the person of his son Jesus Christ; in a letter to a friend; by John Campbell, 6d.

The pre-existence and Deity of the Messiah, asserted in answer to a Socinian pamphlet lately published by John Campbell; by William A. Hails, 1s.

An Attempt to illustrate and defend the Scripture doctrine of human depravity, the atonement, the unity of God, and the character of Jesus Christ, in answer to Mr. Hail's pamphlet; by John Campbell, 1s.

A Narrative of the proceedings of the Society called Quakers, within the quarterly meeting for London and Middlesex, against Thomas Foster, for openly professing their primitive doctrines concerning the Unity of God, 10s. 6d.

VOYAGES, TOURS, AND TRAVELS.

The History of Voyages and Discoveries in the South Sea or Pacific Ocean; by Captain James Burney, R.N., Vol. 5d, £2 2s.

A Voyage round the World, in the years 1803-4-5-6, by the command of his Imperial Majesty, Alexander I.; translated from the German, by Richard Belgrave Hoppner, Esq., £2 12s. 6d.

A Journey from London to St. Petersburg, by way of Sweden; by George Green, Esq., 7s. 6d. bds.

Voyage dans le Nord de l'Europe; by A. Lamotte, £2 2s. bds.

Letters relative to a Tour on the Continent, in the year 1812; by the Rev. C. F. A. Steinkopff, 3s. 6d.

Letters from the Mediterranean; containing a civil and political account of Sicily, Tunis, and Malta, with biographical sketches, anecdotes, and observations, illustrative of the present state of those countries, and their relative situation with

respect to the British Empire; by Edward Blaquier, Esq., £1 8s.

The Library of John Horne Tooke, Esq., consisting of 805 lots, sold for £1251 14s. 6d.; among the articles were the following, which were enriched by his notes.

	£.	s.	d.
Burke on the French Revolution,.....	8	12	0
Godwin's Inquirer, 1797,.....	3	15	0
Hardy's Trial, 4 vols.....	5	5	0
Tooke's ditto,.....	6	15	0
Harris Hermes,.....	16	0	0
Johnson's Dictionary, purchased by Major James,.....	200	0	0
Locke on the Understanding, 2 vols.....	13	0	0
Locke's Works, folio,.....	18	0	0
Loroth's Grammar,.....	5	10	0
Another Copy,.....	4	1	0
Lye, Dict-Saxonicum,.....	34	0	0
Monboddo on Language,.....	5	7	0
Oswald on Common Sense,...	4	3	0
Piozzi's Synonymy,.....	4	13	0
Ritson's Remarks on Shakespeare,.....	7	2	6
Skinner's Etymologicon Lexicon,.....	7	17	6
Spelman's Glossary,.....	3	17	0
Vossii Opera,.....	12	12	0
<i>Rare articles without his notes.</i>			
191 A Lytel Treatise, called the Disputacyon, or Complaint of the Herte, printed by Winkin de Worde,.....	30	0	0
194 Dives and Pauper, by ditto,.....	16	16	0
499 Nychodemus' Gospel,.....	26	5	0
570 A Booke on Purgature,.....	17	0	0
750 Virgil, by Stainghurst, 1583,.....	15	0	0

Upwards of a thousand persons attended the sale, and the books were divided among a hundred purchasers.

[Morning Chronicle.]

DOCUMENTS RELATING TO PUBLIC AFFAIRS

SPEECH OF RICHARD LOVELL EDGEWORTH, ESQ. AT A MEETING OF THE LANCASTERIAN INSTITUTION, MAY 8TH, 1813.
Richard Lovell Edgeworth, esq. one of

the members of the Board of Education for Ireland, addressed the meeting as follows:—A stranger in this country, it is with the utmost diffidence, that I venture

to address this assembly, though I have been called upon in the most flattering manner by the Noble Marquis, (of Lansdowne) whose manner of mentioning me has paid "a life of labour with a line." *

* The Marquis of Lansdowne in a speech immediately preceding, had thus beautifully described the benefits of education unconfined and unrestricted by sectarian limitations.

"No person professing the name and character of christian, would claim the monopoly of this or any other equally great, (if any equally great could be) intellectual improvement, for those professing his own particular tenets; or seek to exclude any sect or church from partaking of that light, and receiving some rays of that knowledge, which shall be considered as the common patrimony of all; but did it follow that any church was to suffer, that any sect was to be debarred in comparison with others, because all were made equally partakers of the boon. When in the progress of agricultural science and industry, commons were about to be inclosed, and wastes to be cultivated, it was the object of those who directed it to provide that all the surrounding estates should share in their respective proportions, that all should feel a common interest in the new produce to be raised. So in the cultivation of that great intellectual waste, now happily beginning to assume the appearance of fertility, it was not to be desired that the whole should be engrossed by one description of persons, however respectable; or that more should be allowed to one set of opinions than to another; but that all should remain relatively the same; yet positively improved and exalted. Such were the feelings shewn, such were the principles acted upon by the Board of Education for Ireland, (one distinguished member of which, Mr. Edgeworth, they had the satisfaction of seeing present,) in their able and luminous reports on the state of that country, a board, at the head of which let it be remembered to their honour, were two of the most eminent prelates of the established church. Upon such principles, he trusted, this society would continue to act; but in so doing, he at the same time trusted that they would cordially co-operate with their fellow-labourers in the same vine-yard; and that this institution as it was the first which adopted the new

Though utterly unprepared, I am glad to have this public opportunity of stating the facts for which an appeal has been thus unexpectedly made to me. I rejoice in bearing testimony to the liberal conduct of the Board of Education in Ireland, on which the noble Marquis has pronounced such a well deserved eulogium. Several of the high dignitaries in the church of Ireland have shewn a sincere desire to unite persons of different sects in obtaining the great blessing of national education. Indeed to the head of that church may justly be ascribed the wise, and conciliatory provisions contained in the reports alluded to. The desire to unite, and not

system, as it was originally taught by Mr. Lancaster, so it would be the first in setting an example of liberality to others, and laying the foundation of harmony amongst all. When he reflected on the relation which the different systems of education, such as those of Dr. Bell and Mr. Lancaster bore to each other, it reminded him forcibly of a beautiful passage of a great writer on the discovery of truth, who said he could never bring himself to believe that the discovery of one truth could possibly hurt or obstruct the progress of any other whatsoever; for (said he) they all partake of one common essence, like drops that fall separately into the river, mix themselves at once with the stream, and strengthen the general current.

"In the full confidence that such would be the general sentiment of this meeting, he should propose,

"That we have seen with the deepest regret; those feelings of jealousy and distrust which have produced a party spirit, and caused a partial separation between the friends of different systems of education, all of which, according to their respective merits, are entitled to our approbation, and that we will cordially embrace every opportunity of co-operating with others who are embarked in the same cause, to the ultimate success of which we conceive harmony to be indispensable, and of applying our common means to a common object, that of communicating with increased facility the benefit of knowledge to every class and description of youth in this country, and supplying the means of instructing them in the duties of civil life, and in the principles of christianity as professed by their parents."

to separate, schools for different religious persuasions is there expressly stated. At the same time, the commissioners of the Irish Board of Education have left it in the power of those who may hereafter superintend the foundation of the schools in Ireland, to establish wherever it may be required separate schools for Roman Catholic and Protestants, by this means to prevent any attempt to exclude Catholic masters. It was supposed that the separation would seldom be necessary; but it was hoped that whenever it should occur, it might give rise to competition between the schools, and might produce its usual effect, exertion, both on the part of the masters and of the scholars. The Board trusted, that wherever there were two schools, the one Protestant, and the other Catholic, the best master would soon draw all the pupils to his school. As to the scheme of proselytism it was abandoned, not merely professedly but sincerely, and in reality. The enlightened Protestant clergy of Ireland disdaining to have recourse to any mean arts for the extension of Protestantism, have determined to rely upon the force of truth and time. The strongest pledge of sincerity on this point has been given by the Irish Board of Education, who have recommended that Commissioners should be chosen from the laity both of the Catholic and Protestant persuasion, to carry on the plan of education, which has been proposed in our Report.

The Board of Education in Ireland have been well aware, that to have good, and if possible, English school-masters for the various schools, which they hope to see established is an object of the first necessity. Therefore we must look with great satisfaction upon the plans now proposed by this society, for this important purpose. To educate youth in all parts of the United Kingdom upon one general plan, which shall leave religious opinions fairly to the superintendence of the ministers of every religion professed in the empire, is the only means of truly and effectually uniting all the subjects in the British dominions.

We may by laws regulate the commercial, political relations of these islands, but nothing except a diffusion of knowledge, a general, and well regulated system of education for the lower classes of the people, can secure a rational attachment to our monarch and our constitution.

It has been said that knowledge is power. Some have secretly felt, and some have openly avowed, that much power should not be entrusted to the people; but this is narrow and short-sighted policy; this argument confutes itself. The power given by knowledge tends to preserve; that of ignorance to destroy. Knowledge is not only power, but it is safety and happiness; and surely no benevolent or rational mind could wish, even if the wish were politic, or possible of accomplishment, no benevolent mind could wish to make happiness a monopoly. No; the benefits of education are now thrown open to the people at large, and it is generally understood and believed, I trust, that human creatures are not only virtuous in proportion to their knowledge, but also good in proportion to their happiness.

We have now only to hope that this new and enlarged domain of education, this *waste* of human intellect, which according to the happy and just expression of the enlightened Marquis, has by the exertions of different individuals been enclosed, and prepared for cultivation, should be sowed with none but good seed. The utmost care should be taken in the selection of all books, whether of instruction or amusement, that are permitted in the schools for the education of the people. The necessity for this caution has been pointed out by the Commissioners of the Irish Board of Education, and I consider their having pressed this truth upon public attention, as one of the most important and useful parts of their reports. After the people have once learned to read, it becomes of the greatest consequence what they read, especially as their avidity for books will be in proportion to their intelligence, and consequently to their powers of becoming either eminently good and safe, or eminently bad and dangerous members of society. Of the eagerness of the lower Irish to obtain education for their children, notice has been taken in the reports, and alluded to in the communications to our Board. The facts are not exaggerated. They are stronger even than have been stated. These good dispositions in the lower classes have been encouraged by the higher. The noblemen and country gentlemen of Ireland, happily for the country, and for themselves, have gradually been turning their attention to this important point, and now a general conviction that the people ought to be instructed, and a general

enthusiasm upon the subject has been awakened. To the ladies, as well as to the gentlemen of Great-Britain, the public is indebted for judicious and persevering exertions in this great cause.

With meritorious activity, many ladies of high rank have given that time, which others sacrifice to selfish and transient amusement, to these objects of benevolent and permanent utility. Numerous schools have been established under their auspices in every part of the British dominions. These ladies have done great good, not only positively by that which they have established, but still more by the influence of their example. They are bringing virtue into fashion; the fashion will be followed: their exertions will be imitated; and the benefit to society will be incalculably great. The wise ancients thought the education of youth best committed to the care of women during the first years of childhood, though they afterwards trusted to men to form the manly character. In these days, and in these times, we are recurring to similar wisdom. It may be observed that female powers of persuasion, and of conciliation are peculiarly adapted to draw together opposing parties and opinions; and female influence in this point of view must be peculiarly important wherever such differences may prevail. I am happy to bear testimony to the beneficial effects of their exertions in Ireland, and I cannot refrain from mentioning in particular one public establishment in Dublin; which, within these few years, by their means, and under their sole protection, has been reformed, and raised from a state of wretchedness, of infamous neglect, which called forth the interference of the legislature, to a state of order, cleanliness, health, and happiness; to a condition which renders that institution an honour to our country. I speak of the *Foundling Hospital of Dublin*. Whether such establishments are beneficial or injurious, whether they preserve lives that would otherwise be lost, or encourage profligacy, are questions which the Board of Education are not called upon to examine, but they have pronounced in their reports a just eulogium on the manner in which this institution is now conducted.

Whilst I speak of the meritorious and persevering exertions of ladies, numerous instances of their utility and success, in promoting our present objects will occur to all who hear me, and therefore I trust

I express the general sentiment when I move;

“That as moral and religious habits in the female sex, formed by suitable education constitute the chief excellence of civil society, the thanks of this meeting are hereby given to the Duchesses of Bedford, Richmond, and Northumberland, the Countess Dowager of Ormond, the Countesses Spencer, Jersey, and Charleville, and to all other ladies who have patronized schools on the Lancasterian system, for the female poor. And this meeting hopes, that by the zealous efforts of ladies of rank and influence, such dispositions will be generally formed in the sex, as shall tend to banish those licentious habits which sap the foundation of national virtue and prosperity.”

After the anniversary dinner of the Lancasterian Institution on the 15th of May, 1813, Mr. Fox read the Treasurer's report of the collections made that day, amounting to about £1100. Amongst other donations he announced one from Miss Edgeworth, which was greeted with loud acclamations of applause.

Mr. Fox also stated the receipt of a donation from an anonymous person, for 500 guineas, through the hands of Mr. W. Allen, which he stated was a proof that the Institution was not without great and generous friends. (*The most rapturous sentiments were observable amongst the company on receiving this communication, and three hearty cheers announced the joy and admiration of the auditors.*)

The Duke of Kent, by the permission of the chairman, rose to propose the health of a gentleman present, than whom there had not been a more able advocate for education, upon the Lancasterian plan in Ireland. He meant no less a man than Mr. Edgeworth, the father of the lady whose name had been just mentioned as a subscriber to the funds of the Institution. The success of the Lancasterian system in Ireland had been in a great measure owing to the unremitting zeal of Mr. Edgeworth; and to him was attributable the gratifying circumstance that the plan was now under the immediate patronage of the Primate of Ireland. His Royal Highness concluded by proposing the health of Mr. Edgeworth and his daughter, which was received with high satisfaction, and drank with rapturous applause.

Mr. Edgeworth said, he did not know how to return thanks for the high honour

that had been conferred upon him. It was not his intention to have obtruded himself on the attention of the meeting, but the handsome manner in which allusion had been made both to himself and to the Board of Education to which he had the happiness to belong, rendered it impossible that he should sit silent. He felt infinite pleasure in stating to the meeting, that the Board of Education in Ireland had laid the foundation of that system, which if pursued by the Parliament of the United Kingdom, would raise that country as high in intellectual endowments as any country in Europe. The Archbishop of Armagh had been the person who stood foremost in that Board to dispel all those bigotted religious distinctions, which stood in the way of the education of the poor. To his knowledge, that great character, in his own diocese, and near his own palace, had established a school which was open equally to the Catholic, to the Protestant, and to the Dissenter. To have opened such a school was a great deal for such a man, but to see it attended with success, was still more flattering. What application had been made to that worthy personage, and from what quarters, he would not express, but he knew that every attempt had been made to shake the opinions of those dignified clergymen, who had supported the Board of Education in Ireland; and he also knew that these attempts had failed. It was said that doubts had arisen as to the expediency of promoting one general question in Ireland. He could only say, from his knowledge, that at the present moment no such doubts were observable. He would not now take up the time of the meeting in descanting on the advantages of education at large. This was a subject which was perfectly understood, and which required no comment from him. In advertent to this topic, however, he could not help observing, that whatever success attended the endeavours of the noble Chairman and his illustrious supporters, in the promotion of the Lancasterian system at the present moment, no eye could look forward, or imagination conceive, what it would produce after one generation. Nothing could be more certain than that a vast deal of talent and genius lay dormant for the want of proper education; and he had no doubt when that blessing was extended, that "many a flower which had been born to blush unseen," would display their beauties to the world. Many

Hampdens would do honour to their country as patriots, and many Miltons would add to its literary celebrity. While advertent to the Board of Education in Ireland, he thought it proper to state a circumstance which was not generally known, namely, that it was entirely owing to the exertions of the Duke of Bedford when Lord Lieutenant of Ireland*, that this Board was instituted; and that he had been appointed a member of that Board by the Duke without any previous intimation. Finding such a cause in progress as general education, he felt most anxious to use every exertion in his power to forward it. He found the most respectable individuals in the kingdom embarked in this great cause, and if it went on, and the legislature granted to it that support which it so eminently deserved, and passed such enactments as were calculated to give it encouragement, he did not hesitate to say, that it would in a short time arrive at perfection.

TO THE ELECTORS AT WESTMINSTER,
ASSEMBLED AT THE CROWN AND ANCHOR.

May 24th, 1813.

GENTLEMEN,

"It is truly mortifying to me, to be compelled, by the state of my health, to omit the discharge of most important duties, and to forego the satisfaction of meeting my constituents, in the Independent Electors of Westminster, upon this anni-

* The Duke of Bedford had previously alluded to the Board of Education formed during his administration, and under his auspices in the following terms:

"It is with peculiar satisfaction, I observe from the fourteenth report of the Board of Education in Ireland, that the principles of the Lancasterian system have been fully recognized and acted upon in that country. This circumstance, I am led to believe, is in a great measure attributable to the exertions of Mr. Edgeworth, a man whose meritorious conduct has gained the warm respect of persons in this country; and whose philanthropic efforts in Ireland have elicited the love and admiration of his fellow-subjects. Those who pursue a similar liberal and enlightened course, it is gratifying to reflect, will receive the sweetest of all possible earthly rewards, the approbation of their own conscience.